

El estado del arte de la enseñanza del Inglés en Quinchía.

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“We never know which lives we influence, or when, or why.”

Stephen King

Introduction

Through this document, we intend to show readers a research project involving the analysis of the State of the Art of the English Language Teaching in a public school from Quinchía-Risaralda in which the main purpose was to argue the English Language Teaching process concerning language use, teaching procedures, teacher's attitudes and students' perceptions. The aim of this study was to see the impact of the English teaching and learning throughout analyzing approaches, methods, techniques implemented by teachers, and determining the teachers and students perception around the English language use and the role of the mother tongue in the classroom.

Within the exigencies of modernity, it is the use of a common language that allows citizens to access to information in a globalized way; as stated by Johnson (2009) "English is the language of globalization—of international business, politics and diplomacy. Knowledge of the English language has indeed acted as a powerful tool for development and advancement throughout the world, and fluency constitutes a huge step forward in many peoples' (and countries') struggles for self-sufficiency and success." due to the fact, it is relevant to mention that this study is part of an educational public policy called "La Ordenanza" implemented by the Ministry of Education in Risaralda in 2011 which intention is to increase and promote the learning of English in the Department in order to have competent citizens in the language.

This research was implemented as a qualitative case study conducted in three public institutions of Quinchía, Colombia. Those institutions were selected at random with the purpose of determining the relevant aspects of the English language subject in terms of language use, procedures and perceptions.

The data was gathered through interviews, questionnaires, and observations. The data was analyzed by using codes, groupings, categories (triangulation process), and theorizing. The interviews were applied first to learners from 6th to 9th grade that showed their personal perceptions about the lesson, and teaching procedures. The observations were applied to explore teacher's perceptions and attitudes, reality in English teaching, and learner's behaviors in the EFL classroom.

The findings displayed the role of the mother tongue (L1) in the English language learning process and its influence in the classroom as a strategy to compensate language learning process and as means to control classroom discipline. On the other hand, another finding drawn students' perceptions towards teacher's attitudes in classroom that were both as favorable as unfavorable, and the strategies and methods implemented by teachers to adjust a real academic scenario to face students' needs, likes and behaviors.

To conclude, this research was a contribution to the macro-project the State of the Art of the English Language Teaching in Risaralda that will serve as a diagnosis for further studies concerning the Risaralda Bilingual Project.

Resumen

El siguiente trabajo investigativo “El estado del arte de la enseñanza de la lengua inglesa en Quinchía” es un estudio de caso cualitativo cuyo objetivo es establecer como punto de partida que contribuirá con el desarrollo de las siguientes etapas del proyecto Colombia Bilingüe. El propósito del proyecto es analizar los enfoques, metodologías, técnicas implementadas por los profesores del área de inglés; asimismo determinar las percepciones tanto de estudiantes como de profesores con respecto a esta materia. El estudio fue llevado a cabo en tres colegios públicos en Quinchía, Colombia. El presente trabajo tiene como objetivos describir la realidad de la enseñanza del idioma inglés en los colegios públicos, exponer y reportar estrategias, comportamientos y procedimientos implementados en las clases de inglés en Quinchía Risaralda.

Para tal fin los investigadores de este estudio llevaron a cabo observaciones en las clases de inglés, entrevistaron estudiantes, profesores y personal administrativo en los colegios; recolectando así la información relevante para esta investigación. La información fue analizada por medio de una triangulación entre observaciones, entrevistas y el diario de investigación. El propósito de este estudio es responder las siguientes preguntas de investigación: ¿Cuáles son los enfoques, métodos y técnicas implementadas en los colegios públicos en Quinchía? ¿Cuáles son las percepciones de profesores y estudiantes sobre la enseñanza de la lengua inglesa?

Abstract

“The State of the Art of the English language teaching in Quinchía” is a qualitative case study which means made use qualitative procedures with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Another purpose is to analyse approaches, methods, techniques implemented by teachers and determine the teachers and students perception in relation to English classes. The study was conducted in three public institutions of Quinchía, Colombia. The objectives of this study were to represent and describe the realities of the English teaching in public institutions, and to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that take place in Public High Schools in Quinchía, Risaralda.

For this purpose, the researchers developed observations in English classes, interviewed students, teachers and schools’ staff in order to gather first-hand information. The data was collected and analyzed using a triangulation between observations, interviews and researchers’ journals. In order to obtain the findings that answered the following questions: Which are the approaches, methods, and techniques implemented in state Schools in Quinchía? - What are teachers’ and stakeholders’ perceptions towards English Language Teaching?

Table of Contents

| | |
|--|-----|
| 1. Statement of the Problem | 114 |
| 2. Research Questions | 14 |
| 3. Theoretical Framework | 15 |
| 3.1. Method | 15 |
| 3.2. Approach | 16 |
| 3.3. Theory of language..... | 17 |
| 3.4. Theory of language learning..... | 18 |
| 3.5. Roles of teachers and students..... | 20 |
| 4. Methodology | 21 |
| 4.1. Type of study..... | 21 |
| 4.2. Context and setting..... | 22 |
| 4.3. Participants | 22 |
| 4.4. Researcher's role | 23 |
| 4.5. Data collection..... | 24 |
| 4.7. Document Analysis | 24 |
| 4.8. Questionnaires | 25 |
| 4.9. Interviews | 25 |
| 5. Ethical considerations..... | 26 |
| 6. Findings | 28 |
| 6.1. The use of Spanish as a means of classroom management and provide instructions..... | 28 |
| 6.1.1. Use of the mother tongue as means to control classroom discipline..... | 28 |
| 6.1.2. Mother tongue implemented by teachers to guide English language activities. | 31 |
| 6.2. Students' perceptions about the way in which their English teachers guide the English class. .. | 34 |
| 6.2.1. Teachers' attitudes that influence learning processes in the English class..... | 34 |
| 6.2.1.2. The influence of teachers' unfavorable attitude on students learning language process. | |

| | | |
|--------|--|----|
| 6.2.2. | Students' perceptions towards different aspects of their English class. | 40 |
| 7. | Research and pedagogical implications..... | 44 |
| 8. | Limitations of the study..... | 46 |
| 9. | Conclusions | 47 |
| 11. | Appendix | 52 |

1. Statement of the Problem

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. “The positive impact of cultural information is significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations.” (Curtain & Dahlberg 2004). This can be addressed on *the Common European Framework of Reference for Languages (CEFRL)* which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. In reflect on this, all the international language tests which display the knowledge and language use of a language user in a range determined by the CEFRL such as TOEFL (Test of English as a foreign language), TESOL (Teaching English to speakers of other languages), etc. “The main aim of this guideline is to provide a method of learning, teaching and assessing which applies to all languages in Europe”. The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich co-operation and decrease the prejudice and discrimination.

Due to the latest challenges of the English teaching field; teaching and learning a foreign language has become an issue of great significance in our country. Hence, different attempts have been made with the purpose of keeping up with these current challenges and giving response to the actual needs of the citizens. Based on the fact that English can create more competent people, who can be part of the growth, development and evolution of the country (CEFR), Colombia has implemented a number of projects in order to achieve higher levels of English competence. Namely, the construction of the Bilingual Plan, the design of the Basic Standards of Competences

of Foreign languages, the publication of La Ordenanza Policy, the implementation of training programs for both teachers and students, among others.

According to the Ministry of Education (MEN); teaching English in Colombia has evolved over the past ten years, and many people from all social status have been in the process of either learning, teaching or assessing the efficiency of the language. The Ministry of Education developed the new standards of competences based on the CEFR, and this entity also formulated the National Bilingual Program which its main aim is create citizens who are capable of communicating in English, allowing them to improve their quality of life and making them more competitive in the national and international contexts.

In consideration of the goals and the programs promoted by the National Bilingual Program, the department of Risaralda has created the educational public policy called “Risaralda Bilingüe” (La Ordenanza) which was formulated in 2011, by the Secretary of Education in Risaralda. This policy intends to promote the use of English as a foreign language in the region with the intention of raising a population with the appropriate competences to be part of the globalized world. More specifically, La Ordenanza proposes as its main objective to improve the teaching and learning of English in Risaralda, by presenting a project that includes a strategic plan, goals and indicators that will be the parameters to construct a bilingual region.

The aforementioned Project reports on a set of results that evidence the low performance in English of eleventh graders in the ICFES test in Risaralda. The statistics show that approximately the 45% of these students reaches an A1- level while the 1.6% of them reaches a B1 level according to the standards proposed by the CEFR. These standards present a series of increasing levels for describing learners’ proficiency that arrange between and A1 to a C2. Similarly, the program “Colombia Bilingüe” conveys some statistics related to the English level of language

teachers in the country. Data provided in the webpage exhibit that about the 65% of the teachers are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the actual situation of both teachers and students, the government and the Secretary of Education have been training English language teachers. Some of the entities and institutions in charge of this training are Universidad Libre, Universidad Católica, Centro de Idiomas de Risaralda, Instituto de Lenguas Extranjeras (ILEX). In relation to the students, there is a program called Scholar Extended Time (JEEX) which provides the opportunity to the students of the non-certificated towns to be part of an English program. In 2010 there were 330 students in the program, in 2011 there were about 2430 involved in the process.

This study intends to give response to the first stage of the Risaralda bilingual project which attempts to represent and describe the realities of the English teaching in public institutions, with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Consequently, this study will contribute to reveal, expose and report on behaviors, strategies and procedures implemented in Quinchía, a correspondent town which is listed in the 10 English uncertified regions in Risaralda. The importance of the present study lies in the fact that it will serve as a diagnosis for further stages in the process.

2. Research Questions

This study will inform readers about the actions, methods, techniques used in the English language teaching contexts in Risaralda by giving answer to the following questions:

1. Which are the approaches, methods, and techniques implemented in state Schools in Risaralda?
2. What are teachers' and stakeholders' perceptions towards English Language Teaching?

3. Theoretical Framework

In order for this research proposal to have a theoretical ground, five concepts will guide the development of this study. Method, which refers to a set of relevant elements into the practice of English teaching; approach, which refers to a series of theories that serve as a basis of practices and resources for language teaching; theory of language, which refers to the basis in how languages are taught; theory of language learning, which refers to the different theories that have emerged as a way of providing new basis for the development of the language; finally, roles of teachers and students, which refers to the attitudes and performances teachers and students need to develop within the class activities in order to create a successful learning environment.

3.1. Method

There are some elements underlying and constituting a method such as the approach, which embodies theory of the nature of language and theory of language learning. These set of elements turn out to be quite relevant when getting into the practice of English teaching. A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” Kumaravadivelu (1994).

Concerning method, it will be explained from an English language teaching point of view. Anthony (cited by Richards and Rodgers, 2001) says that a method is procedural. It means that method is a plan in which many aspects, based on principles of language teaching and learning, need to be considered and analyzed in order to determine what that method sets out to achieve; those aspects to consider and to analyze are the particular skills to be taught, the content to be taught, and the order in which the content will be presented along with the language material to be used in the learning scenarios. Some methods, or their characteristics still hold until present,

Kelly, L (1969 cited by Cook, 1989) suggests that "nobody really knows what is new or old in present- day language teaching procedures".

Some prominent methods pinpointed by Celce- Murcia are: Silent way, Community Language Learning, Total Physical Response, Suggestology, Suggestopedia or Accelerated Learning. The authors also highlight that all methods have different focuses. Some methods just focus on oral skills, others give priority to meaningful communication, and some others focus on grammatical accuracy and perfect pronunciation; however, all of them involve decisions about the selection of the language item to be taught directly or indirectly.

3.2.Approach

Throughout decades of teaching and learning foreign languages, diverse theories have come into view as a way of guiding teachers in the field of second or foreign language teaching. Language teaching and learning have been involved into different changes, thus implementing new policies in the way language is taught. According to Richards and Rodgers (cited by Brown, 2000) "an approach defines assumptions, beliefs, and theories about the nature of language and language learning". Celce-Murcia (2001) also addresses the topic by stating that facilitators are not aware of those assumptions and beliefs that imply language learning; as a result, they do not take into account methodological sources and current theories in the field that hopefully they could apply in language learning scenarios.

Anthony (Cited by Richards and Rogers, 2001), states that an approach is a series of theories that serve as a basis of practices and resources for language teaching; these theories describe the content to be taught. There are also more linguists who contribute to the definition of approach; for instance, Harmer (2001) states that "an approach describes how people acquire their

knowledge of the language and makes statements about the conditions which will promote successful language learning”.

To sum up, an approach is based on premises about theory of language, and the nature of language learning. Both concepts are considered important for further illustration.

3.3.Theory of language

In this part we will mention the three views of language that are recapitulated by Richards and Rodgers(1986) and some aspects of the theory of language which involve, some approaches and methods of language teaching.

The first one is the structural view, the view that language is structurally a system of elements such as phonological units, grammatical units, grammatical operations, and lexical items for coding meaning. The second is the functional view which is more focused in the function of the message rather than the form. The theory emphasizes the importance of communication rather than the explicit teaching of structural and grammatical elements. Finally, an interactional view promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as interactors.

Richards & Rodgers (Cited in Rivers, 1987) state that through interaction not only listeners but also speakers can increase their language thanks to authentic linguistic material. It is needless to say that interaction plays an essential role in the theories of second language learning; specially, when interactivity is directly connected to the four language skills (reading, writing, listening speaking). Nevertheless, language interaction has not been developed like other models

of language teaching; language teaching models also need to be complemented by theories of learning.

3.4.Theory of language learning

Throughout the history of teaching, different perspectives and methods have emerged as a way of providing new basis for the development of the language. Thus, guiding the language in learning and the way it is taught; furthermore that allows to have several angles to lead the language in process such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the Silent Way. These last derive from the theory of language learning which emphasizes one or both the cognitive processes that are involved in language learning and the necessary conditions for the cognitive processes.

Krashen (1981) states both processes and conditions of language learning in his learning theory of Monitor Model of second language development. These processes are Acquisition and Learning. Firstly, acquisition refers to the spontaneous and unconscious process to internalize new knowledge, while Learning is a conscious process in which formal teaching is necessary.

Krashen (1981) also claims that the Monitor works as the central and conscious part of grammatical rules about the language that is learned and that the Monitor only occurs in learning not in acquisition. The author describes the condition that is needed to activate the acquisition process. This is, the learner must receive comprehensible input.

On the one hand, Terrell (1977) points out the Natural Approach as a learning theory in which addresses the Counseling-learning and the Silent Way method as a priority condition for acquire learning. According to Curran (1972) in his writings on Counseling-learning focus on the idea of having a successful learning, he argues that a good classroom atmosphere may help to students to

overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that learners should be as relaxed as possible in the learning scenario to produce language. At this point the teacher's role is to provide comprehensible input according to current student's level, besides the facilitator is the source of learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

On the other hand, Asher (1977) talks about the Total Physical Response, he notices that children are actively doing things without needing to speak, and that their listening is performance with physical response. The Total Physical Response classroom is one in which students listen and then act, while the teacher takes the role of director, according to Usher (1977) the facilitator is the boss in the role play while students are the actors. This method is a perspective which argues that through movements and motor activity for child language learning should be as a base for adult foreign language teaching.

Finally, the Silent Way proposed by Gatteno (1972) states that the necessary conditions for language learning are around learners' security and consciousness to control their learning. Gatteno (1972) also claims that learners should gain self-independence, autonomy, and cooperate with others in solving language problems.

To conclude, Method is a procedural plan to be developed in the language classroom. Approach is a series of theories about language and language learning that serves as a basis of practices and resources for language teaching.

3.5. Roles of teachers and students

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson & Paulston (cited by Richards & Rodgers, 2001) propose an autonomous focused theory from which learners stride through different stages, where they design their own learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved. Moreover, Curran (cited by Richards & Rodgers, 2001) adds a more intrinsic focus by stating a first stage where the student is entirely dependent on the teacher and a final stage where autonomy is accomplished. On the other hand, Richards (2006) highlights the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach.

The roles of the teacher are usually seen as administrative roles, in spite of the fact that some methods are dependent on the teacher performance. In addition, the teacher has the autonomy to determine the content of learning, as well as providing the communication space between facilitator and students (Richards & Rodgers, 2001).

4. Methodology

4.1. Type of study

The current study drew on the use of qualitative interpretative-descriptive case study for the data collection stage; namely, it made use of qualitative procedures. With reference to qualitative methods, Strauss and Corbin (1990) suggest that “qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants”. (p.17)

Additionally, qualitative research was used to help the researchers understand behaviors, how the participants felt and what their opinions were about the teaching methodologies and stakeholders attitudes. Furthermore, through qualitative method the researchers collected data related to teachers’ beliefs, thoughts about their teaching practice, and also students’ attitudes and behaviors about teachers’ performance in the classroom. In accordance to Ray (2011), qualitative studies are described as one of the methods used to observe, record the actions and behaviors of each single person or individual through the course of their daily lives. Therefore, the data collection was carried out in a natural setting, in other words the classroom, to gather information of the realities of English language teachers’ in the public institutions of Quinchía.

This project was based on descriptive and interpretative research, since interpretative research refers to methods of research that are aimed to produce an understanding of the context, and information system (Walsham, 1995). In other words, it perceives and understands the actions of the observed individuals. Following this, descriptive research concerned with the explanation about what was observed in the natural settings. Mertler (2005) argues that “the aim of

descriptive research is to provide a reasonable description of things, people or events in details” (p. 138). For this reason, it was allowed for the researchers to make interpretations about the current methodologies implemented by teachers in their classrooms, students and teachers’ opinions, and attitudes which are helpful in the learning environment.

4.2. Context and setting

This research project was carried out in Quinchía Risaralda. In a report provided by the *Ministerio de Educacion Nacional* (MEN), Risaralda has approximately 8.205 teachers. 1.795 of these teachers belong to non-official sector, and 6.410 to official sector. Thus, it is necessary highlight that in Risaralda there are only about 100 English language teachers. Based on the results obtained from the diagnostic evaluation implemented to teachers of English, only 10% of them are at a B2 level according to the common European Framework. Based on the aforementioned statistics this research project focused on the English language teachers from the public high school around the department. Therefore, the focus of the study was, teachers from secondary education within 6th through 11th grades, school principals, English language coordinators and high school students.

4.3. Participants

The current study had four different by equally important participants. The first participants for this study were the teachers from secondary education within 6th through 11th grades from Quinchía who are currently working at a public institution in Quinchía. The teachers were two women with a system engineer degree with knowledge of English. She has been an English teacher for 6 years. The other woman has a degree in modern languages from the Universidad de Caldas; she just finished and specialization in English pronunciation in London. She has been an

English teacher for 4 years. Finally, there was another teacher who studied for being a sports teacher with knowledge in English, and has been an English teacher for 18 years.

Due to the large amount of language teachers in municipios the study demanded for a sampling. Therefore, two strategies were used to choose the sampling; one was the selection of the participants which was done randomly, and second was the selection of a significant number of public schools (30%) from Risaralda that can provide reliable and sufficient data to obtain the trustworthy results.

Moreover, the secondary participants of this study were the school principals that belong to those public institutions and that were also important elements that aided at providing relevant information for this study such as; the methodology the school uses to encourage English language teachers to implement in their class.

The last of the participants are the students who presented the most important information since they shared about their learning process, their opinions about language learning and teaching and what they evidence in terms of their teachers' performance in the classroom.

4.4. Researcher's role

A non-participant observation is defined by Diane Larsen-Freeman and Michael H. Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had 3 active researchers that acted as non-participant observers in order to collect first hand data from the public institutions that participated on the study. Therefore, the researcher did not interact with learners to not interfere in the class but carefully to observe.

4.5. Data collection

Due to the fact that this is a qualitative study the purpose of this study is to collect data related to educator teaching methodologies and the tendencies more implemented by teachers from different public institutions in Risaralda. Consequently, to gather the data needed to fulfill the mentioned type of research, the instruments used are: observations, document analysis and questionnaires.

4.6. Observation

According to Merriam (2009) the observation method involves complete analysis of people's behavior, perceptions and assimilations to acquire data from the field that is under research (p. 94). On the other hand, Burns, A. & Hood, S. (1995) cited in Freeman (1998) argue that the observation is a closely watching classroom events, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). Furthermore, the observation in this study was carried out in the public schools in Quinchía-Risaralda for approximately three months. Each observation will last one hour per class. In this particular case the observations were carried out by non-participants, who focused mainly on taking field notes using a structured format to collect data about the classroom and the events that take place in it, teachers' performance, and students' attitude and reactions toward the class.

4.7. Document Analysis

Furthermore, to accomplish the specific objectives of this study a document analysis was carried out in order to become acquainted with the different text, programs that teachers follow to develop their classes. The document analysis for this research included collection of information that the syllabus used by the teachers and the lesson plans designed by the teachers, curriculum,

and class work. Holsti (1969) argues that document analysis is an umbrella term in order to talk about a huge amount of written, visual, and physical material significant to the study that is carrying out .(p 112). Due to the fact that the collection of the data the analysis might become overwhelming a format (appendix 2) was design to collect such information.

4.8. Questionnaires

Finally, questionnaires were used to collect data for teachers and principals from the institutions about personal information, teachers' academic background, methodology and lesson plan design, among other relevant information. Herbert, W. (1989) indicates that “questionnaires are printed forms for data collection which include questions for statement to which the subject is expected to response, of them anonymously. Therefore, the participants involved were surveyed in order to obtain deeper information about the personal and profession experiences in the process of teaching English. This survey was structured and implemented at the beginning of the study.

4.9. Interviews

They were used to ask questions in order to gain information from learners concerning the development of the English class and their learning process. DeMarrais (2004) declares that interviewing is a process in which a researcher and participant in a conversation focused on questions related to a research study. Consequently, the participants that were involved during this process were a mean to know special information which is on their minds.

5. Ethical considerations

When researchers are planning and conducting a study, as well as in reporting research findings, they have to fulfill several obligations in order to meet the ethical standards. Primary, the research project must be planned so that the possibility for misleading results is minimized. Subsequently, the project must be planned so that it meets ethical acceptability. Any doubts the researcher may have regarding questionable ethical procedures or methods must be resolved through peer review or through consultation and finally, steps must be taken to protect and ensure the dignity and welfare of all participants, as well as those who may be affected by the results of the research project.

Due to the fact that interests can be affected directly and indirectly as consequence of research; it can be direct, when a particular individual is identifiable by others in a research report and negative consequences result from aspects of the research becoming public. It can also be indirect, as when a family has to pay more money to support the education of its children because school resourcing has been cut by policies rationalized by findings of a research study.

The principle of informed consent is for the researcher to provide all available information about the study, including risks, which may be involved, so that each individual can make a rational and informed decision as to whether they would like to participate (Gravetter & Forzano, 2003; 67). The respondents were minors (two students per grade of high school between ten and seventeen years of age); therefore obtaining written consent from the coordinators and principals of the school was necessary. Due to the sensitive nature of the study, informed consent from the school principals was requested in order to conduct interviews, fill questionnaires and conduct observations. The data collection took place during school hours and therefore there was the legal guardian who gave permission to conduct the research.

Participants need to give their informed consent regarding their participation in the project. In other words, it is necessary to have the acceptance of the participants, and it implies informing them about the nature of the project, their role in this research. The participants must be aware of the general aims of the study and what involves it. Finally, two types of statement are required to obtain consent: first, a form signed by the participants accepting the research; second, an information letter about the conditions and the main objectives of the research, and it must be written in an understandable letter for the participants. This consent also must be obtained from the school principal or head boss, depending on the researcher circumstance.

Demonstrating respect for participants, is quite vital to our research in the sense we as researchers must be aware of not intending to cause a negative impact with the results of the research, but to raise awareness on the state of the art of English teaching in Risaralda.

6. Findings

This section describes general findings that emerged from the study “El estado del arte de la enseñanza del Inglés en Quinchía”

6.1. The use of Spanish as a means of classroom management and provide instructions

In relation to the research question of this study which aimed to find out the approaches, methods, and techniques implemented in state Schools in Risaralda; the current finding deals with the different purposes of using Spanish in the English class. To this extent, this finding will be divided into two categories, where the first category stresses on the teachers’ use of Spanish to handle discipline issues in the classroom. The second focuses on the use of the Spanish to develop the activities successfully.

6.1.1. Use of the mother tongue as means to control classroom discipline.

Data collected revealed teachers’ strategies for controlling discipline in the English class. It was evidenced that the implementation of Spanish is an enabling tool to diminish students’ misbehavior. For instance, when students are standing up and walking around the classroom without working on the established activities by the teacher. Some of the teachers expressed that by speaking in Spanish students react to the teachers commands when the use of the native language is implemented; therefore, this strategy has become the predominant technique used by English facilitators in public schools. In regard to these, two evidences are revealed below.

O₄SAT₁=Spanish was used throughout the whole class by the teacher and students; the teacher used the mother tongue to give commands: by asking students to be silent, asking students to sit down or organizing the students to develop the activities.

Regarding the evidence mentioned above, it shows how the teacher made use of the mother tongue as a strategy of giving students commands to control students' misbehavior in order to create a good classroom environment for the development of the lesson.

Similarly, the following data shows how the teacher used Spanish to provide instructions and controlling students' disruptive behavior.

O₁INRJ= Teacher speaks in Spanish in order to organize students. It includes seating arrangement, giving instructions to develop activities and controlling students' misbehavior. Teachers comments "Esa es una Buena estrategia para organizarlos"

The data highlights the use of the Spanish by the teacher as a means to control students discipline as well as giving students instructions about the tasks to be developed teachers seem to realize by providing clear and concise instruction in L1 keep students focused on the activities proposed. Therefore, the facilitator considered that by reinforcing the commands and instructions in Spanish it would have a stronger impact on students' role in classroom. (Atkinson, 1987: 244) stated that methodology at early levels are best conducted either in a mixture of both languages or exclusively in the students' mother tongue to be comprehended. This confirms the importance of

presenting commands and instructions in both languages in order to avoid misconceptions by the learners and be clear.

The following extract taken from the interview, where students were asked to answer which was the language used in class; shows how that the teacher prefers to use Spanish in cases related to the discipline in order to avoid students' misunderstanding.

I₃SAS₉= En un 75% nos habla en inglés, en casos especiales nos habla en español, por ejemplo, con problemas de disciplina que se presentan en el salón ella nos habla o nos regaña en español porque así todos entendemos, con explicaciones que vamos a ver a futuro pero en la mayoría de las cosas como saludos, cuando se despide, cuando pregunta, ella no permite que nosotros le traduzcamos.

The extract above confirms the fact that the language teachers in Quinchía make use of L1 for controlling discipline issues since students affirm that using Spanish to solve these problems is more effective because everybody understand what the teacher says. However, the data also shows that the teacher made use of the target language to explain the topics related to the class. Moreover, the students were asked to use as much of the English vocabulary as possible, when the teacher asks them to greet and ask questions in English.

The evidence obtained in this study is in accordance to Duff & Polio et al (1990) who state that the instructors are more likely to use Spanish when they need to perform roles related to classroom discipline in the first language to avoid any confusion, and to get their point across

effectively. In accordance to what the authors proposed and the results obtained in this study, the teachers observed in this project prefer to use the native language with the purpose of controlling students' misbehavior such as: students talking among them about unrelated topics, walking around the classroom instead of working on the task or inactive participation during the lesson. Based on this, the use of the native language is a successful strategy to implement in order to maintain classroom discipline. Another aspect that is relevant to highlight is the fact that facilitator includes the target language to develop language in the class and thus the use of Spanish is mainly focused on students' misbehavior.

6.1.2. Mother tongue implemented by teachers to guide English language activities.

Mother tongue implemented by teachers to complement the guidance of English language activities.

During the observations it was evident that teachers used the Spanish in order to teach vocabulary and help students understand the meaning of the new words; both the teacher as well as the learners used the primary language as a means to teach and learn new vocabulary. Therefore, students asked the teacher to translate unfamiliar vocabulary; on the other hand, the teacher uses the first language to answer students' questions about the meaning of unknown vocabulary. Evidences from interviews and observations are presented to support the previous description.

O₃MCT₁= When teacher assigned a task for students to develop several times the teacher answered the questions individually to some students if they called him, this work was done by translating only vocabulary.

The information above illustrates that the teacher relies on the use of Spanish to answer students' doubts related to the task assigned in the class. On the other hand, in an interview was observed that the teacher makes use of the mother tongue as an important element for the developing of the lesson as it is shown in the following excerpt.

I₃SAS₂₇= Describa una clase de Inglés. “Ella entra, nos dice el tema, nos lo explica, nos lo explica el tema que vamos a ver, nos lo escribe en el tablero, nos lo hace traducir o a veces en español, en ocasiones nos hace preguntas en español y nosotros tenemos que responder en inglés o viceversa, nos pone a hacer prácticas con lo que nos ha dado.”

The data suggests that the facilitator used translation as a way of introducing vocabulary and explaining new concepts to students; moreover, the teacher asked questions in Spanish and asked students to translate them into the target language or vice versa. Furthermore, this data revealed that students are aware of three aspects. Firstly, they are conscious of the English language learning process, the use of the target language and the recognition that Spanish is the overriding language used in English language class. Secondly, students can realize that they are not encouraged to look for the new words in the dictionary by their own since the teacher translate

the words for them. And thirdly, students notice that they are in a routine framed by the teacher doing the same activities highlighting the use of translation from English into Spanish and vice versa; Evidence from an observation supports the previous description.

O₃MCJr= During the class the teacher was sometimes absent she came back to the classroom every once a while in order to monitor students, but the monitoring process became in translating words that students asked for related to the tasks assigned.

Through these pieces of evidence, it might be inferred that Spanish is used as one of the main tools by the teachers in order to guide activities in the classes. Several outcomes are obtained and displayed; negative as well as positive due to the effectiveness the activities are developed with. The positive results argues to what Brooks and Lewis (2009) state, the use of L1 in the classes seem to facilitate talks about the learning process among students and facilitators, save time and is a cognitive tool when the L2 task is too complex. On the other hand, Harmer (2009) states that the use of the L1 in the foreign classes is responsible of the students understanding since teachers' underestimate them, affecting in this way their learning process. Harmer (2009), states that an English language classroom should have an English environment, where English is heard and used as much of the time as possible. Even though, the use of L1 is helpful in specific areas of students understanding, it is necessary to encourage students to create the environment according to the target language. That is why, it is necessary that teachers avoid the use of L1 during the class activities and use the L2 as much as possible in order to help students improve in the English use taking the target language as a tool for communicating ideas and feelings.

6.2. Students' perceptions about the way in which their English teachers guide the English class.

The current finding deals with the perceptions that the students have about the English class including its methodology and the teachers' behavior towards the class activities. To this extent, this finding will be divided into two categories, where the first one presents the influence of the positive and negative attitudes in the learning processes of the students. And the second one relies on the aspects that need to be highlighted and improved in the English lessons.

6.2.1. Teachers' attitudes that influence learning processes in the English class.

This finding refers to the attitudes and behaviors the teachers had during the English lesson and the implications it had on the learners. It is divided into two sub-findings, the teacher's positive attitudes presented in the process of English language learning, and secondly, the students' perception towards the teacher negative attitudes that influences the process of English learning.

6.2.1.1. The influence of teachers' positive attitude on the process of English language learning.

This finding describes the influence that teachers' positive attitude had in the students' English learning process; this can be supported in the way in which the teacher encouraged students to participate in the lesson with the use of material like the dictionary photocopies, as

well as the teachers' behavior during the English lesson; For instance, the use of the English language from the beginning of the lesson and the monitoring process of students' class work. These attitudes from the teachers had positive effects on the outcomes in the development of the lesson. During the observation it was evident that the teacher seemed to be interested in the development of the lesson. The following extracts show the evidence of these attitudes in the English class.

IMCS₆= El profesor llega nos saluda en inglés, de muy buen ánimo, si hay una tarea nos la revisa, mientras tanto nos pone un ejercicio o si hay una canción que estudiar él nos la pone y nosotros nos la aprendemos. El profesor siempre tiene en cuenta las actividades que nos gustan.

The data highlights how the teacher uses the target language from the beginning of the class as a strategy to involve and encourage students in the lesson. Moreover, the fact that the teacher takes into account students' preferences and interests, clearly helps them to be more focused on this kind of activities, for instance, the use of songs. Besides, the teacher also seems to plan his classes with the purpose of keeping students focused by assigning tasks during the whole class.

I₂MCS₈= El profesor revisa el diccionario, pregunta por las tareas, explica el tema de la clase y nos pone a trabajar con los módulos o lo que tenga preparado para la clase, aclarándonos dudas y ayudándonos con los temas que no entendamos.

The data shows the teachers' commitment to the class by planning the lessons, implementing different resources, designing the classes by involving students' interests and monitoring students' process. It is important to highlight that the dictionary as well as the booklet are frequently used by the teacher as resources that contribute to the development of the class and lesson. Besides, the teacher seems to keep track of students learning processes by monitoring and checking the exercise that students develop in the booklet assigned in the course. In other words, the fact that the teacher demands on students a series of challenging activities showing commitment to the class and to the students is regarded by the learners as a meaningful aspect of the English class.

O₅SAJr= La profesora motivaba por medio de palabras positivas constantemente a los estudiantes durante la actividad de habla. La actividad no se notó desgastante ni para los estudiantes ni para la profesora, todos continuaban con buena disposición de participar a pesar de que la actividad tuvo una duración de 20 minutos, esto es evidente gracias a que la profesora colabora a los estudiantes y se involucra con ellos para animarlos a trabajar.

The information mentioned above, illustrates how the support from the teacher encourage students to work in the class activities. The teacher used motivating words and helped students in the development of the activity. Despite of the length of the exercise, both the teacher and students worked hard and they did not seem to be unmotivated since the teacher get involved in

the class. Moreover, students seemed to be comfortable and save working in this kind of exercise due to teachers' commitment.

The evidence provided by the data is in accordance to Smith (1997) who claimed that teacher's personality in the attitudinal sense is a significant factor in students' behavior and it has great impact on student's achievement. The results of the study supports Smith's statements as it was evident in the behavior of the language teachers from Quinchía since in several observations their positive attitude as to the class development. The facilitators were committed to the class as they planned ahead their lessons. Additionally, they used positive vocabulary as praising to encourage and support students' development of the tasked assigned for the class. Finally, teachers took into consideration students' preferences for the designing of the lesson this allow students to have better results in the development of the class.

6.2.1.2. The influence of teachers' unfavorable attitude on students learning language process.

This finding regards on the aspects concerning to the teachers' lack of commitment to the students learning language process and the way in which the teacher explains the lessons seemed to have a negative effect on the student's development. For instance, the length of the activities is too long since the students did not have the opportunity to performance different activities in the classroom, besides the teacher's poor interaction with students when they were developing the activity he assigned. All these issues appeared to affect the development of the class and thus the objectives of the lesson and the learning outcomes from the students since students lose attention

easily due to the lack of interest, encouragement and rapport from the teacher. These aspects led students to focus their attention on other activities not related to the subject. To support this statement the following extracts are presented, with the purpose of showing aspects that need to be strengthened.

O₃MCT₁= At the beginning of the class the teacher asked students to take their photocopies out and start working in groups, in the assigned exercises while the teacher was out of the room chatting with students from other grades. After twenty minutes, the students started to lose interest in the class' activity and changed to other activities as talking among them, and playing with their cellphones, among others. The class continued with the same pace for two hours.

The evidence shows teacher's little interest in the way how students were developing the task he assigned, the lack of monitoring from the teacher during the development of the activities is one of the factors that led students to lose interest in the class activities and thus they focused their attention on other unrelated activities such as talking among them, looking at their cellphones and in other cases working on other subject matters. Moreover, the length of the activities demotivated students since the pacing of the activities in the lesson did not have a sequence and were not appropriate to students' level therefore the students were not encouraged or engaged in the lesson.

O₁INJr= Not all students were committed to the class ' activities because the teacher did not pay attention to those students who were not participating; instead of motivating them, the teacher let students do as they will without any supervision.

The evidences state that the teacher was not interested in motivating learners to participate in the class as he/she did not pay special attention to those students who were involved in the tasks he/she assigned. The teachers did not monitor the students at any time and allow them to do as they pleased in the class. Therefore, the lack of control affected students' behavior by triggering their disruptive behavior.

During the interview students were asked to answer which aspects should be improved in their classes. The following extract evidences how the teachers' indifference affects students' language process.

I₂MCS₆= Que cambie su método de dar las clases, que sea más dinámica, menos monótona y tenga actividades que ayuden a entender fácilmente los temas, como juegos, y dinámicas, pues actividades de nuestro agrado. También que use herramienta poco comunes.

It is evidenced in the excerpt that students did not feel comfortable with the facilitators teaching strategies implemented in the English class. In the same fashion, the students express that the classes are monotonous and that they lack of enjoyable activities. They also convey that

they need other type of activities and strategies to make the class stimulating and facilitate the understanding the topics. Besides, it was also noticeable that students' belief that the use of innovative tools is essential as a requisite by the students to be more committed and thus comprehend the theme presented more easily

The results displayed in this finding show the opposite of what is an effective teacher since Coetzee et al (2008) states that an effective classroom manager is an educator who understands and uses specific techniques such as planning, organizing, pacing and controlling. Awareness of and training in these techniques can change educators' behavior, which in turn changes learners' behavior and ultimately affects learner achievement positively. In this finding the data confirms that the lack of monitoring, previous preparation for the classes, and the pace of each lesson need to take into account in order for the teachers to achieve better outcomes and thus developing successful activities in the class where learners' can be part it.

6.2.2. Students' perceptions towards different aspects of their English class.

This finding was supported on several opinions the participants had towards their English lesson concerning the aspects they considered good and helpful in their learning process; moreover, their opinions towards the aspects that need improvement are also taken into account in the analysis of this finding. During the interview students were asked the following questions: ¿Cuáles son las mayores cualidades de la clase? ¿Qué sugerencias le haría a la clase de Inglés? The following extracts show the elements that students considered important for the English class, the aspects they like about it and also the features they would like to have. In regards to these, two evidences are revealed below.

IMCS11= “una de las mayores cualidades de nuestra clase es el trabajo en equipo, con el propósito de que si alguien no entiende, entre todos nos ayudemos. Es que si no entendemos, nosotros encontramos la forma, los recursos para buscar lo que no entendemos [SIC].”

The data reveals that the activities in which students can work in groups are the ones which highly motivate them to work on the exercises proposed by the teacher during the class, they support this idea by arguing that this kind of practice allows them to interact and communicate with other students in the same group enriching their knowledge since they are able to help each other and find the way of understanding a topic through the cooperation in the group.

The following extract shows another student' opinion.

IINS6= “La clase es muy interactiva, pero bueno eso depende, si usted se porta bien él lo trata a uno bien, porque la clase a veces es muy libre. Pero aun así es divertida porque es muy dinámica ya que nos trae diferentes juegos y actividades.”

This sample revealed that the interaction between the teacher and students is a factor that led them to freely participate of the activities proposed by the teacher. Moreover, the dynamic activities in which the students are able to use games and different activities is another aspect that induces and arouses them to participate in the classes developing the activities successfully.

Another aspect that should be mentioned is that at times the teacher seems to give students time

to do activities on their own; students expressed that this is not a problem for them as long as there is a good relationship between teacher and learner the classes will be pleasant.

As for the second question: Que sugerencias le haría a la clase de Inglés?

ISAS₆ = Mejoraría que traiga más videos, mas trabajos, mas talleres para nosotros poder desarrollarnos bien, que traiga imágenes, agregarle grabaciones cosas así que la "teacher" generalmente no lleva al salón, sino que es pura lectura y vocabulario en listas.

This sample highlights the student's interest and motivation despite the lack of different resources as videos, images and activities used in class; the features students considered that need to be strengthened is the exposure to didactic materials that can help them to interact with real life issues in the foreign language; we can infer that this students believe that these materials are supportive and helpful in the development of the language; another aspect the students mentioned is the methodology implemented since the classes seemed to be mainly focused on learning vocabulary and the reading skill; moreover, the learners deemed that the implementation of tasks in which the teacher integrates all language skills to practice the target language is important.

Comparing the answers given by the students about their English class, significant features were found in accordance to Hidi (2000) who illustrates that motivation is not the only determiner of success for a language learner. But if the learners are given the opportunity to "do" language for their personal reasons of achieving competence and autonomy, surely those learners

will have a better chance of success in the learning process. Accordingly, students felt comfortable when working in groups and developing activities in which language should be used since it allows them to cooperate in others' learning processes; on the other hand, the implementation of challenging activities and didactic material such as images, videos and games reinforces students' motivation in view of the need students have of "doing" language to feel engaged in developing the activities for their own.

7. Research and pedagogical implications

The current study has two types of implications, such as research and pedagogical implications. Research implications which refer to some other issues that can be explored from this study, and pedagogical implications which refer to the academic or pedagogical issues found in the study that can contribute to language teachers.

After carrying out this research study on the state of the art in the public schools in Quinchía-Risaralda, we can state that the implementation of an appropriate plan to advance in the educational process of language learning and teaching in the public schools in Quinchía is necessary. The reason is that actions, methods, and techniques used in the English language teaching contexts in Quinchía do not address the learners' needs, so learners cannot develop English communicative competences.

Thus, teachers should perceive English learning as an opportunity for learners to use the English language for real life situations, so that students do not only get involved in learning about grammar, but also on developing communicative competences. Teachers must avoid the conception of teaching English classes in Spanish. In addition, they should use strategies that help them to reduce the amount of Spanish in the classroom, to provide learners with comprehensible and meaningful input as well as to help students to understand the received input. On the other hand, teachers should implement activities with communicative purposes, so students can be exposed to the language and use that communicative input for their real life instead of writing a text from the board and learning the pronunciation of a dialogue.

Additionally, it is necessary to monitor processes in the English classes since the students perceive it as a sign that the teacher is involved and committed to the class given the fact that the

monitoring represents for the learners an interest from the teachers and thus becomes a necessity for the learners since it is important for them to be encouraged by the teacher when developing an activity to be able of achieving the goals proposed in the task.

For further research it is recommended to investigate in other contexts such as private schools to compare and contrast the teaching and learning processes among public and private English education. If case the research intends to be continued it would be necessary to focus on the importance of collecting thick and thorough data to be able to support the results of the study since the amount of observations were not sufficient to deeply present the problems that concern language learning and teaching in the public schools in Quinchia inasmuch as the more opportunities practitioners - observers have to observe the English learning contexts, the most details can be provided for future action plans.

8. Limitations of the study

This chapter presents some of the limitations that emerged during this research project; some of them are related to the data collection process; the teachers' or coordinators' availability to receive the visit, and time management.

During the different visits that were made to the schools in Quinchía several inconvenient were presented, in several occasions the coordinator was not in the available so he could not answer the questionnaires or give the permission to start the observations needed to collect data in the classes. Due to the transportation schedule and the distance of the location of the schools sometimes the students had already finished their classes by the time we arrived in Quinchia.

Because of this limitation, many difficulties came up at the time of writing the findings. The researchers found many problems since there was not enough information to support what was found in the process of triangulation from the information collected. This limitation is also linked to the previous constraint due to the fact that the teachers refused to be observed, so the data was not going to be enough to write the findings. As a result, the findings in this study had to be written from very few data.

9. Conclusions

After conducting this study, it can be concluded that the methodology to teach English in Quinchía is not defined and presents the use of Spanish as a classroom procedure, from which students are not able to develop a proper speaking skill. Spanish is the most used language in the English classes. As stated by some students, the use of Spanish in the classroom takes place through teacher's giving of instructions, explanation of input, attention callings, and correction of mistakes.

Although the use of English is presented through written forms, repetition of words, and some literal translation provided by the teacher, some participants explained that the teacher is the only user of English, and the students communicate in Spanish most of the time. Based on these outcomes, teachers and students view and study the language in a more structural way as in every lesson the grammatical patterns are more important than to learn the language to communicate meaning.

As illustrated in the findings, it can be revealed that teachers do not have a clear focus on what methods, techniques, and actions can be used in the English classroom to help learners to develop their communicative skills since what they seem to know about language learning does not tie to what they do in the classroom. Besides, the materials used within the classroom were textbooks; together with materials as the video and audio files; however, the teachers consider that the English level of the students is basic because of the lack of didactic materials as games or interactive material. Along with this interpretation, it can be stated that teachers do not involve students in a communicative learning environment in which students can use that input for real life.

Regarding teachers and students' perceptions, it can be highlighted that both of them perceived English teaching differently. On the one hand, the implementation of a non-communicative approach and non-communicative activities affect students' beliefs and expectations about language learning. Students realize that they have not succeeded in language learning. Students' descriptions of what they perceive of the English classes and observations of teachers have some similarity that lead to assume that language teaching needs to be addressed since students perceive that teachers' attitudes, knowledge of the language and implementation of English activities are not helping them to improve their learning process.

Regarding some students' arguments, a negative predisposition is perceived from students to learn English because of the lack of motivation and constant repetition of the same topics. On the other hand, teachers believe that they take into consideration what is better for students at the moment of planning lessons; however, teachers still need to develop reflective skills to understand the language learning better, so they can improve their language teaching and create a communicative learning environment in the classroom as successful as possible.

In consideration, it is possible to stimulate the learners to practice outside and inside the classroom. For that reason, it is necessary to consider the wide variety of learners within a classroom in order to make decisions about lesson planning. In other words, it is necessary to develop more enjoyable classroom structures and techniques in order to consider what are the interests of students, and even, to determine what type of content needs to be included in the activities.

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11. Appendix

Appendix 1 (Consent Letter)



GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARÍA DE EDUCACIÓN

CIRCULAR No. 099

Pereira, 29 de Noviembre de 2011

PARA: DIRECTIVOS INSTITUCIONES EDUCATIVAS DE LOS 12 MUNICIPIOS NO CERTIFICADOS

ASUNTO: PROYECTO "EL ESTADO DEL ARTE DE LA ENSEÑANZA DEL INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE RISARALDA"

Dentro de las exigencias de la modernidad esta el manejo de un idioma común que le permita a los ciudadanos acceder a la información de un mundo globalizado. En Colombia según información del ICFES en el año 2004, el 99% de los estudiantes eligieron el inglés en las Pruebas Pre-SABER 11, razón por la cual las instituciones educativas han optado por la enseñanza de este idioma como segunda lengua.

Es por ello que la Secretaría de Educación Departamental y la Universidad Tecnológica de Pereira a través de la Licenciatura en Lengua Inglesa, han emprendido acciones para el fortalecimiento del inglés como segundo lengua.

Por tal razón se requiere de su colaboración y disposición, de acuerdo al compromiso firmado por ustedes en la jornada de Asistencia Técnica Integral, realizada el pasado mes de Septiembre/2011 en las instalaciones de Villa Mónaco, para dar inicio en la primera parte de recolección de información, la cual estará a cargo de un grupo de estudiantes de la Universidad Tecnológica de Pereira, de la licenciatura referida la referencia, quienes harán presencia en las instituciones durante los días 1 y 2 de diciembre del presente año. En el primer trimestre del año 2012 se continuará con el proceso de recolección de información

Anexo relación de las Instituciones Educativas que participaran en el proyecto y los estudiantes de la UTP que realizarán esta actividad en cada institución.

Cordial Saludo.


PAULA ANDREA DÁVILA CAÑAS
Secretaría de Educación Departamental

ENRIQUE ARIAS CASTAÑO
Director Departamento de Humanidades e Idiomas
Coordinador licenciatura en lengua inglesa
Universidad Tecnológica de Pereira

 Proyecto: Hilduara Ospina Franco



Universidad
Tecnológica
de Pereira



GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARÍA DE EDUCACIÓN

ANEXO

RELACIÓN DE LAS INSTITUCIONES EDUCATIVAS QUE PARTICIPARON EN EL PROYECTO CON EL NOMBRE DE LOS ESTUDIANTES DE LA UTP

| MUNICIPIO | INSTITUCIÓN | ESTUDIANTES UTP ASIGNADOS |
|-----------------------|--|--|
| APIA | IE Sagrada Familia Santo Tomas de Aquino | Gustavo Martínez Luis Forero Melissa Ortega David Ávila |
| BALBOA | IE Santo Domingo Savio La Floresta | Luis Carlos Valencia Faber Castaño |
| BELEN DE UMBRIA | IE Juan Hurtado IE Nuestra Sra del Rosario | Yesica Patiño Mayrin Mendoza Jennifer Gómez |
| GUATICA | Agrop. Santa Ana Maria Reina | Alejandra Toro Dinier Andica |
| LA CELIA | El Diamante Liceo de Occidente | Gonzalo Peña Maria Elena Montes |
| LA VIRGINIA | Alfonso López Pumarejo Bernardo Arias Trujillo Lic. Gabriela Mistral | Camilo Cuellar Alex Rúa |
| MARSELLA | Estrada Inst. Agrícola Marsella | Fabian León Lilian Mosquera |
| MISTRATO | IE. Inst. Mistrato Rio Mistrato | Paula Restrepo Jennifer Pulido |
| PUEBLO RICO | Colegio Etnoeducativo Embera Chami Inst. de Prom Soc Dokabu | Esneider Quebrada Elizabeth Bernal Adriana Puerta John James Arroyave |
| QUINCHIA | Instituto Integrado Irra Nuestra Sra de los Dolores Tec. Agropecuario Naranjal | Johana Arredondo David Murillo Vanessa Muñoz Carlos Muñoz |
| SANTA ROSAL DEL CABAL | Francisco José de Caldas Inst. Tecnológico de Santa Rosa Laboure Lorencita Villegas | Diana Pulgarin Michael Alzate Fernanda González Andrés López |
| SANTUARIO | Instituto Santuario Maria Auxiliadora | Luisa Guevara Laura Cadavid |

Appendix 2 (Questionnaires Format)



GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARÍA DE EDUCACIÓN

Universidad Tecnológica de Pereira –Secretaría de Educación Departamental
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada
Cuestionario Profesor de Inglés

Este cuestionario pertenece al proyecto “el estado del arte de la enseñanza del inglés en Risaralda”. Les solicitamos leer cuidadosamente cada una de las afirmaciones y contestar las preguntas en una forma objetiva y con la mayor veracidad del caso. La información aquí consignada es de carácter investigativo y es confidencial del grupo de investigación.

OBJETIVO

Caracterizar el estado del arte de la enseñanza del inglés en el Departamento de Risaralda en instituciones públicas.

INFORMACIÓN ACADÉMICA

1. Estudios realizados

| NIVEL | LUGAR | FECHA | TÍTULO |
|--------------|-------|-------|--------|
| Bachillerato | _____ | _____ | _____ |
| Pregrado | _____ | _____ | _____ |
| Postgrado | _____ | _____ | _____ |

EXPERIENCIA PROFESIONAL

2. Colegio donde labora _____
Público _____ Dedicación: Medio Tiempo _____ Tiempo Completo _____ Por horas _____
3. Años de experiencia de trabajo:
Entre 1 y 4 años _____ Entre 5 y 10 años _____ Más de 10 años _____

CAPACITACIÓN Y ACTUALIZACIÓN

4. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

| NOMBRE CURSO | DURACIÓN | FECHA | ENTIDAD QUE LO REALIZÓ |
|--------------|----------|-------|------------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

5. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?
SI _____ NO _____ En qué forma?

6. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés? SI _____ NO _____ ¿Cuál o Cuáles?

| AUTOR | TÍTULO | AÑO |
|-------|--------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |





7. ¿Ha adquirido bibliografía en inglés?

SI _____ NO _____ ¿Cuál o Cuáles?

| AUTOR | TITULO | AÑO |
|-------|--------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

8. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del área?

SI _____ NO _____ ¿Cuáles?

| TITULO DEL EVENTO | ENTIDAD ORGANIZADORA | FECHA |
|-------------------|----------------------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

8. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación Académica?

SI _____ NO _____ ¿CUÁL(ES)?

9. ¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio?

Especifique

10.Cuál es su opinión sobre el nivel académico en el Área de Inglés su colegio?

Pésimo _____ Malo _____ Regular _____ Bueno _____ Excelente _____

¿Por qué?

11. ¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado?

12. ¿Cuál es su opinión sobre el examen de inglés del ICFES?

13. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.

Planeación de clase

14. ¿Los estudiantes tienen texto guía? SI___ NO___

Si la respuesta es SI indique el texto que usan los estudiantes.

| TITULO DEL TEXTO | EDITORIAL | AÑO |
|------------------|-----------|-------|
| _____ | _____ | _____ |

¿Si la respuesta es NO, que tipo de materiales utiliza?

5. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?

| AUTOR | AÑO | TITULO |
|-------|-------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

6. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

| | |
|-----------------|---------------|
| Listening _____ | Reading _____ |
| Speaking _____ | Writing _____ |

7. ¿Qué aspectos tiene en cuenta para diseñar sus clases?

8. ¿Qué estrategias usa para preparar su clase?

9.Cuál de los siguientes métodos utiliza usted en sus clases?

| | |
|---|----------------------------|
| Método de Gramática y Traducción. _____ | Suggestopedia _____ |
| Método de Series _____ | Enfoque Comunitario _____ |
| Método Directo _____ | Enfoque Natural _____ |
| Método de Lectura _____ | Método Ecléctico _____ |
| Método Audiovisual _____ | "Silent Way" _____ |
| Método Audio lingual _____ | Enfoque Cognitivo _____ |
| Método de Aprendizaje de Lenguas en comunidad _____ | Enfoque Comunicativo _____ |
| Método de Respuesta Física Total (TPR) _____ | |
| ¿Otros? ¿Cuáles? _____ | |
| No sabe _____ | |

10. Para elaborar su programa de inglés, ¿se basa usted en los Estándares de enseñanza del inglés del Ministerio de Educación Nacional? (MEN)? SI___ NO___

¿Cómo? _____

Si no se basa en los estándares del MEN, ¿elabora usted el programa de inglés?

Si___ No___ ¿cómo lo hace?

¿Con base en un texto? _____ ¿Cuál? _____

¿Según sus propios criterios? _____ ¿Cuáles? _____

¿Otros? _____ Especifique _____

11. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa.

- _____ Comprender correctamente la lengua hablada.
- _____ Entender un texto escuchado, sobre un tema con el cual este familiarizado.
- _____ Hablar el idioma con corrección y seguridad.
- _____ Participar en conversaciones sencillas sobre los temas estudiados
- _____ Escribir el idioma con corrección y seguridad
- _____ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.
- _____ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles? _____

MEJORAMIENTO ACADEMICO

10. ¿Practica usted la lengua extranjera? SI___ NO___ ¿En qué forma?

11. ¿Ha presentado usted alguna vez algún examen de inglés, para medir su nivel de competencia en lengua extranjera?

SI___ NO___ ¿Cuál o Cuáles?

| NOMBRE | AÑO | PUNTAJE |
|--------|-------|---------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

12. Cómo considera su nivel de Inglés en este momento?

| | | | |
|---------|-------|-----------|-------|
| Bajo | _____ | Bueno | _____ |
| Regular | _____ | Excelente | _____ |

Agradecemos de antemano su colaboración y su autorización para ser participante en el proyecto

Appendix 3 (Observation Format)



Universidad Tecnológica de Pereira
Proyecto Estado del Arte de la Enseñanza del Inglés en Risaralda
Formato de Observación

Municipio:

Colegio:

| Factores Observados | Descripción | Comentarios |
|--|-------------|-------------|
| Plan de Clase y objetivo | | |
| Estrategias de enseñanza o actividades | | |
| Uso de la lengua extranjera | | |
| Rol de la lengua materna | | |
| Material y Recurso | | |
| Patrones de interacción | | |
| Setting & classroom layout | | |
| Teacher & Students role | | |

Appendix 4 Interview (Protocolo de Entrevista)

El propósito de esta entrevista es recoger información acerca de las experiencias de la Enseñanza del inglés dentro de su Institución. Este es un instrumento de recopilación de información para el trabajo de investigación: Estado del arte de la Enseñanza del Inglés en Colegios Públicos de Risaralda

Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted siente que tiene alguna duda acerca de las preguntas, por favor no se abstenga de preguntar.

Estaremos encantados de aclarar cualquier duda que usted pueda tener.

1. Nos gustaría que nos contara acerca de la clase de inglés correspondiente a su grado.

- ¿Describa una clase de inglés de su grado? o ¿cuál sería el orden
- ¿Cuáles son los recursos usados en clase?

2. Recordando el trabajo realizado por los docentes en las clases de inglés, describamos algunos aspectos de las prácticas (no es evaluarlos, es que me describas sus cualidades y aspectos por mejorar)

- ¿Cuáles crees que son las mayores cualidades de la clase?
- ¿qué aspectos mejoraría de la clase?
- ¿Qué sugerencias le haría a la clase?

3. Hablemos de su aprendizaje del inglés

- ¿Cuál es la lengua usada en clase?
- ¿Cómo piensa que es su conocimiento del inglés?
- ¿Cómo referencia su conocimiento, dónde la usa?
- ¿Cómo práctica el inglés? Usa lo visto en clase?